Vidyalayas are composite co-educational schools having classes from I to XII.

(c) Does not arise.

Discovery of India in the curriculum

949. DR. ABHISHEK MANU SINGHVI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has considered to include the book Discovery of India by Jawaharlal Nehru, translated in all regional languages, to be a part of the curriculum of all graduate students in the country; and

(b) if not, the reasons for not considering it, as this book is a masterpiece and all Indians should read it to know more about our history and culture?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) No, Sir.

(b) The University Grants Commission only provides Model Curricula to all the universities. The universities enjoy academic autonomy and it is for them to prescribe books in their curriculum.

Revamping of AICTE

950. SHRI GIREESH KUMAR SANGHI:
DR. K. KESHAVA RAO:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the National Knowledge Commission has submitted its report for revamping the All India council for Technical Education;

(b) if so, the details thereof;

(c) whether State Governments have expressed their reservations on some of these recommendation; and

(d) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) and (b) Relevant extracts from the "Compilation of Recommendations on Education" published by the National knowledge Commission (NKC) in Novermber, 2007 are enclosed as Statement. (*See* below)

(c) and (d) The Planning Commission would be consulting State Governments on the recommendation of the National Knowledge Commission.

Statement

Copy of Relevant Extracts regarding revamping of AICTE

"4. Regulation

There is a clear need to establish an Independent Regulatory Authority for Higher Education (IRAHE). Such a regulatory authority is both necessary and desirable.

It is necessary for two important reasons. First, in India, it requires an Act of Legislature of Parliament to set up a University. The deemed university route is much too difficult for new institutions. Entry through legislation alone, as at present, is a formidable barrier. The consequence is a steady increase in the average size of existing universities with a steady deterioration in their quality. The absence of competition only compounds problems. Second, as we seek to expend the higher education system, entry norms will be needed for private institutions and public-private parternships. The institutional framework for this purpose must be put in place here and now.

It is desirable for four important reasons. First, it would minimize conflicts of interest as it would create an arm's-length distance from stakeholders. Second, it would replace the present system which is over-regulated but under-governed, through more appropriate forms of intervention. Third, it would rationalize the existing system where mandates are both confusing and overlapping. Fourth, it would dispense with the multiplicity or regulatory agencies to provide a single-window clearnace.

The present regulatory system in higher education is flawed in many respects. The barriers to entry are too high. The system of authorizing entry is cumbersome and there are extensive rules after entry, as the UGC seeks to regulate almost every aspect of an institution from fees to curriculum....The other regulators, say in the sphere of professional education, are often inconsistent in their adherence to principles. There are several instances where an engineering college or a business school is approved, promptly in a small house of a metropolitan subrub without the requisite teachers, infrastructure or facilities, but established universities experience difficulties in obtaining similar approvals. Such examples can be multiplied. These would only confirm that the complexity, the multiplicity and the regidity of the existing regulatory structure is not conducive to the expansion of higher education opportunities in India.

In sum, the existing regulatory framework constrains the supply of good institutions, excessively regulates existing institutions in the wrong places, and is not conducive to innovation or creativity in higher education. The challenge is therefore to design a regulatory system that increases the supply of good institutions and fosters accountability in those institutions. An independent regulator has to be the cornerstone of such a system.

The proposed IRAHE will rationalize the principles on which entry is regulated. There are two aspects to this rationalization: what is to be regulated and what are the principles used for regulation.

In higher education, regulators perform five functions: (1) Entry: licence to grant degrees. (2) Accreditation: quality benchmarking. (3) Disbursement of public funds. (4) Access: fees or affirmative action. (5) Licence: to practice profession.

India is perhaps the only country in the world where regulation in four of the five function is carried out by one entity, that is, the UGC. The purpose of creating an IRAHE is to separate these functions. The proposed IRAHE shall be reponsible for setting the criteria and deciding on entry. It would, in addition, license agencies to take care of accreditation. The role of the UGC will be limited to disbursing public funds, Issues of access will be governed by state legislation on reservation and other forms of affirmative action. And, professional association may, in some institutions, set requirements to determine eligibility for conducting a profession. **All other regulatory agencies such as the AICTE will need to be abolished while the MCI and the BCI will be limited to their role as professional associations.** These professional

associations could conduct nationwide examinations to provide licence for those wishing to enter the profession.

The second aspect of regulation is the principle use to regulate. The IRAHE will determine eligibility for setting up a new institution based on transparent criteria rather than discretionary controls. Its main role would be to exercise due diligence at the point it approves a licence to grant degrees. In doing so, it would assess the academic credibility and the financial viability of the proposed institution on the basis of information submitted in accordance with the stipulated criteria. It will apply exactly the same norms to public and private institutions, just as it will apply the same norms to domestic and international institutions.

The IRAHE would have to be established by an Act of Parliament. It would be the only agency that would be authorized to accord degree granting power to higher education institutions. It would also be responsible for monitoring standards and settling disputes. It should also be thought of as the authority for licensing accreditation agencies. The IRAHE must be at am arm's length from the governemnt and independent of all stakeholders including the concerned Ministries of the Government. **The Acts of the UGC, AICTE, MCI and BCI would have to be amended.** The role of the UGC would be re-defined to focus on the disbursement of grants to, and maintenance of, public institutions in higher education. **The entry regulatory functions of the AICTE, the MCI and the BCI would be performed by the IRAHE, so that their role would be limited to that of professional associations.** The professional associations could conduct nationwide examinations to provide license for those wishing to enter the profession."

(Emphasis added)

Status of universities

951. SHRI JANARDHANA POOJARY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the number of universities in the country, category-wise *i.e.* Central, State and Deemed, with details of grants released to them during the last three years, year-wise for upgradation of their quality of teaching/training of students, diversification, etc.;

(b) the number of universities permitted for tie up with foreign universities, including twinning system, for professional courses, with details of mechanism for monitoring the quality;

(c) whether, in a recent report, not a single Indian university figured in the top 200 universities in the world; and

(d) if so, the details thereof and the measures contemplated for enhancing the standard of Indian universities to international level?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) As per information furnished by the University Grants Commission (UGC), separate lists of Central, State and Deemed Universities are enclosed as Statement-I, II and III. (*See* below) A Statement showing grants paid by University Grants Commission (UGC) to Central, State and Deemed Universities during the years 2004-05, 2005-06 and 2006-07 under Non-Plan and Plan Schemes is enclosed as Statement-IV.